

CATL workshop, Teaching LGBTQ Students
Tuesday, Oct. 21, 2014 - 12:30-1:45 p.m.

A Few Guiding Ideas

- Our students bring their identities, and backgrounds into our classrooms – and 18-22 year olds of all identities are frequently developing intellectually and socially, including related to gender and sexuality. Whatever their sexual orientation or gender identity, they may be at different stages in typical identity development.
- LGBTQI students experiencing stereotype threat on campus may not be performing at their full potential - or they may be superstars.
- L,G,B,T,Q, and I students can be very different from one another.
- It's best to try not to make assumptions – about students' gender identity or sexual orientation, about whether they need help, etc. (But it's good to be familiar with resources in case they do).
- Our students look to us to model appropriate behavior in classrooms. Seemingly small things we do and say can send powerful messages.
- We don't have to understand everything about an individual's identity to be respectful.
- As when we work with any group of students, it's helpful for us to consider our own knowledge and gaps in it, values, concerns, triggers, privileges or lack thereof, and our goals as instructors.
- It's helpful to be aware of some general inclusive teaching principles – including about how to create learning environments that are welcoming, trying to convey the same level of confidence in all students, trying to monitor whether you are being even-handed in responding to students, and respecting confidentiality.
- When it meets your disciplinary, interdisciplinary, or specific course goals, it can be valuable to integrate LGBTQI, intersectional, identity, and diversity-related issues into the curriculum.